

deletion, current chapter 1606 beneficiaries who discontinue school for active duty service will indeed have their entitlements reinstated.

Mr. Speaker, in the case of an individual who has been receiving educational benefits from the VA, but is prevented from completing his or her coursework as a result of changed military duties or because of activation, this bill would rightfully restore his or her entitlement that was being used for interrupted schooling. Thus, upon returning to school, H.R. 3240 would permit the individual to resume their educational pursuit with the amount of entitlement they possessed before entering the interrupted academic term.

The Nation devoted this past week-end to its solemn recognition of the brave men and women who have served this country. In the natural extension of this spirit and in the best interests of the future of the men and women in the Armed Forces, I strongly urge my colleagues to support H.R. 3240.

The name of the gentleman from New Jersey is strongly associated with this bill. I look forward to working with him in the implementation of this legislation.

Mr. Speaker, I yield back the balance of my time.

Mr. SMITH of New Jersey. Mr. Speaker, I yield myself such time as I may consume.

I thank the gentleman for his kind comments. We do work, I think, very well as a team on behalf of veterans.

GENERAL LEAVE

Mr. SMITH of New Jersey. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks and include any extraneous material to the bill, H.R. 3240.

The SPEAKER pro tempore (Mr. FORBES). Is there objection to the request of the gentleman from New Jersey?

There was no objection.

Mr. SIMMONS. Mr. Speaker, I rise today in support of H.R. 3240, the Reservists Education Protection Act of 2001, and I commend Chairman SMITH and Ranking Member EVANS for their leadership in introducing this bill today.

This bipartisan bill restores important Veterans Administration education benefits to those active duty, reserve and guard personnel who have been called up for Operation Enduring Freedom.

It has been estimated that up to 10,000 of the 50,000 reservists and guard members recently called up to active duty by President Bush as a result of the September 11th attacks on the United States will lose educational assistance benefits if they are forced to withdraw from school. Many of these men and women will also lose the tuition they have already paid for their education to date.

As a Vietnam Veteran, I know the value of educational benefits to military personnel returning from a war zone and trying to develop their skills to get a decent job. As someone who has spent over 30 years in the U.S. Army Reserve, I also know that educational benefits are one the most popular tools we use to re-

tain and keep quality personnel in military. It is critically important that we preserve and protect the Montgomery GI Bill benefits that are offered to our service members.

Under the provisions of this legislation, those military personnel who are using their Montgomery GI Bill benefits and who are called up for Operation Enduring Freedom will have their monthly benefits restored.

Active duty service members, reservists, guard personnel and veterans enrolled in the Post-Vietnam Era Veterans' Educational Assistance Program, and the Survivors and Dependents Educational Assistance Program, will also be included within this legislation.

Service members will regain essential time to attend school by extending their Montgomery GI Bill date by the time of their mobilization tour of duty, plus four months, to the 10-year period of eligibility they already have. Congress provided similar relief during the War in the Gulf.

I urge my colleagues to support those patriotic service men and women who are responding to the call of duty at this challenging time. Preserve and protect their educational benefits while they are off fighting international terrorists who have viciously attacked our Nation. Pray that they get back safely and help them get back to school when they do return.

Mr. FILNER. Mr. Speaker and colleagues, I express my strong support for H.R. 3240, the Reservists Education Protection Act of 2001.

We are facing a situation in which many of the men and women, currently pursuing their education with VA educational benefits, may need to leave school before the academic term is completed when they are called to serve in the war against terrorism. As many as 8,000 to 10,000 of the reservists, now being called up, will have no reinstatement of their educational benefits for classes that were interrupted.

This legislation will restore their entitlement for benefits and allow them to complete their education which has been interrupted by our fight against terrorism.

We are in a new type of war, one which seeks to deter those who seemingly have no moral compass and who are willing to kill innocent civilians in great numbers. Now, more than ever, we need to support our brave soldiers who are putting their lives on hold to protect our nation, and indeed, to protect the world. As a co-sponsor of this bill, I urge my colleagues to support H.R. 3240!

Mr. SMITH of New Jersey. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from New Jersey (Mr. SMITH) that the House suspend the rules and pass the bill, H.R. 3240.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the bill was passed.

A motion to reconsider was laid on the table.

SPECIAL ORDERS

The SPEAKER pro tempore. Under the Speaker's announced policy of January 3, 2001, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

FAST TRACK PROFITEERING

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Ohio (Mr. BROWN) is recognized for 5 minutes.

Mr. BROWN of Ohio. Mr. Speaker, on the evening of September 11, some gas stations in northeast Ohio and across the country raised the price of gas to \$4, \$5, even \$6 a gallon. Many people called that war profiteering.

Unfortunately over the last 9 weeks or so, something not much different has occurred here on Capitol Hill. You might call it political profiteering.

First, Congress passed a bailout bill giving the airline industry \$15 billion in cash and loan guarantees with virtually no strings attached: no sacrifices for the airline executives, no assistance for the 100,000 unemployed airline workers, no money for any kind of airline safety.

Then 3 weeks ago, in the name of stimulating the economy, this Chamber passed new tax cuts and accelerated others for the richest people and companies in America. Again, very little was included in the plan for laid-off workers and those among us who needed assistance the most.

Then a couple of weeks ago, political profiteering reached new heights. That week, the Bush administration's trade representative, Bob Zoellick, sought to link the trade negotiating authority known as Fast Track to our Nation's antiterrorism efforts. He went further by claiming that those of us who oppose Fast Track are a bit indifferent to terrorism and perhaps unpatriotic. According to Mr. Zoellick, free trade is the way to combat terrorism around the world; and if you do not support it, then you do not support real American values.

Unfortunately, Mr. Speaker, Fast Track and free trade do not embody American values as well as our trade representative has indicated. In Qatar, where this week's World Trade Organization ministerial is being held, the people do not have freedom of speech, they do not have freedom of assembly, they do not have freedom of religion, freedom of association, and they do not have free elections. Qatar's human rights record may not be in line with American values, but it is familiar territory to many of corporate America's trading partners.

Supporters of Fast Track say interaction with the developing world spreads democracy, but as we engage developing countries in trade and investment, democratic countries are losing ground to dictatorships and to authoritarian developing countries. Democratic India is less desirable for Western investors than authoritarian China. Democratic Taiwan is losing out to autocratic Indonesia. In 1989, 57 percent of developing country exports in the manufacturing sector came from democracies. Since then, exports from democracies fell to 22 percent. Fully 65 percent of developing country exports come from totalitarian/authoritarian

nations. The fact is Western investors want to go to places like China and Indonesia, which are dictatorships, because they have pliable work forces, they have authoritarian governments, and they are very predictable for Western businesses. Western corporations want to invest in countries that have poor or nonexistent environmental standards, that have below poverty wages, that have no worker benefits, that have no opportunities to bargain collectively.

As American investment moves to those dictatorships where they do not have the values that we have, American working families lose out. Our trade agreements go to great lengths to protect investors and protect property rights; but they do nothing to protect workers in this country or in developing countries, and they do little to protect the environment.

Mr. Zoellick's call for an absolute trade negotiating authority in the name of patriotism must be recognized for what it is, pure and simple political profiteering. We have all watched with pride the indomitable spirit of working Americans in response to the events of September 11. The right response for us to defend the jobs and values of these same Americans is a "no" vote on trade promotion authority.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia (Mr. COLLINS) is recognized for 5 minutes.

(Mr. COLLINS addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Oregon (Mr. DEFAZIO) is recognized for 5 minutes.

(Mr. DEFAZIO addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Georgia (Mr. DEAL) is recognized for 5 minutes.

(Mr. DEAL of Georgia addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from New Jersey (Mr. PALLONE) is recognized for 5 minutes.

(Mr. PALLONE addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

AIRLINE SAFETY AND COAST GUARD PROFESSOR OF THE YEAR

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida (Ms. BROWN) is recognized for 5 minutes.

Ms. BROWN of Florida. Mr. Speaker, yesterday's plane crash was another

devastating blow to the residents of New York and the citizens of this great Nation. Although we do not know the cause yet, I have been hearing it called a "routine plane crash." I want to repeat that, a routine plane crash. God help us all if we ever accept a plane crash as routine.

I was in New York yesterday, and I had to take the train back to Washington. In fact, I chose to take the train back to Washington. I was talking to the train conductor who said that U.S. lawmakers have failed the American public. This is what our citizens think of this House and this Congress.

How many planes must go down before we truly deal with safety? Not just who screens the baggage but the safety of the entire transportation system, including ports, rail, bridges, tunnels and, maybe after yesterday, more thorough safety inspections for airplanes. Does this country and this Congress have to wait until another disaster strikes again to act to protect our transportation infrastructure?

We do not want the American people to feel that we have failed them. I do not hold out much hope, but I am asking the conferees to support the other body's version of airline security so that we can move on to other areas of homeland security.

I also want to take the time tonight to talk about four heroes in the field of education. Earlier today, I attended a luncheon honoring four outstanding college professors. I especially am proud of Commander Vincent Wilczynski, an engineering professor at the Coast Guard Academy. He is the first service academy professor to receive this distinguished award in its 20-year history. The members of the Subcommittee on Coast Guard and Maritime Transportation and the entire Congress are very proud of the commander and all educators like him who strive for excellence in their classrooms every day. Although this award ceremony only lasted a few hours, their contribution to these young minds will be felt for many years to come.

U.S. PROFESSORS OF THE YEAR PROGRAM WINNERS' BIOS

CDR Vincent Wilczynski is associate professor of mechanical engineering at the U.S. Coast Guard Academy. Wilczynski was instrumental in establishing the mechanical engineering major at the Academy, and earning its accreditation. A strong advocate for linking engineering principles to practical applications, he guides students through research and analysis to real-world design problems.

Wilczynski extends his impact beyond the walls of the Academy by working with high school students across the nation in FIRST (For Inspiration of Science and Technology), a non-profit organization that brings students together with distinguished professionals and introduces students to mentoring, leadership, entrepreneurship, and professional behavior.

CDR Wilczynski holds a Ph.D. in mechanical engineering from The Catholic University of America and an M.S. in Naval Architecture and Marine Engineering from Massachusetts Institute of Technology.

Cornelius Carter is associate professor of dance at The University of Alabama in Tuscaloosa. Carter founded the Alabama Repertory Dance Theatre in his first year of teaching to create an environment that would prepare young Alabama dancers to compete for the best national internships and memberships in professional dance companies, and for scholarships to graduate academic dance programs.

One colleague affectionately called Carter "a one-man gang", as he collaborates with local high schools, mentoring at-risk students and expanding cultural horizons of those outside the university's dance program.

Carter holds a Master of Fine Arts in Dance from University of Hawaii at Manoa, Honolulu, and has taught dance at the American Ballet Theater, Harvard Summer Dance Program, and this summer, at the Ailey School at Lincoln Center in New York City.

Clarence Romero is associate professor of psychology at Riverside Community College in Riverside, Calif. He spearheaded Latino Educators of Tomorrow (LET), a teacher preparation program that encourages students to overcome mental and physical barriers, to set personal goals and accept responsibilities. LET reinforces the idea that students are the masters of their own destinies.

Romero's teaching philosophy was profoundly impacted by an exercise in which he asked his students to make him "student for a day". The students told him, "Teachers tell; they don't listen. They don't know who we are or what we're all about." Romero understood, and strives to make his students active participants in an education process that has real life applicability.

He holds a Ph.D. in psychology from University of Riverside, and has served as an instructor, chief administrative officer, counselor and student personnel worker.

Laura Duhon Kaplan is associate professor of philosophy at The University of North Carolina at Charlotte. She developed "narrative philosophy", a teaching style in which students use stories from their own everyday lives to unpack the meaning of difficult theoretical concepts proposed by famous philosophers. She writes extensively on how her method affects student understanding, highlighting student's writing about their learning experience.

Kaplan served as coordinator of Women's Studies at UNC Charlotte for seven years, and is credited with tripling program enrollment. She established numerous other interdisciplinary programs, including a Junior Great Books course for middle school students, and is working toward establishing a Jewish Studies program at UNC Charlotte.

Kaplan holds Ph.D. in philosophy and education from Claremont Graduate School and has taught more than twenty different courses from pre-freshman to graduate level.

STATE WINNERS

Alabama: Stephen Chew, Professor and Chair, Psychology, Samford University.

Alaska: Ping-Tung Chang, Professor, Mathematics, University of Alaska Anchorage.

Arizona: Albert Celozza, Faculty, Liberal Arts, Phoenix College.

Arkansas: Helen Robbins, Associate Professor, English, Lyon College.

California: Nicole Weekes, Assistant Professor, Psychology, Pomona College.

Colorado: Charles Ferguson, Assistant Professor, Biology, University of Colorado at Denver.

Connecticut: David Sloane, Professor, English and Education, University of New Haven.

District of Columbia: Gerald Feldman, Associate Professor, Physics, George Washington University.